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ABSTRACT

One of the South Carolina Department of Education's foremost responsibilities is to initiate attendance improvement programs. Among the services offered to carry out this responsibility is assistance to attendance personnel in developing professional approaches to absenteeism. This guide contains information on the role and function of attendance supervisors and includes statutes that serve as legal references. The primary objective of attendance services is to ensure enrollment of all children. Major functions of attendance supervisors include providing prevention programs and identifying patterns of absenteeism. Characteristics of attendance, personal problems, behavioral problems, and child abuse are outlined to help identify the potential dropout. Early professional action can take the form of steps like home visitations and referrals. The education of an attendance supervisor should include general education, guidance, and counseling. A competent supervisor should be able (among other things) to communicate and to interpret student behavior. Certification requirements and a sample job description are given. Ten questions and answers serve as an outline for presenting a program about attendance services. (EJS)

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GUIDE TO THE EFFECTIVE IMPLEMENTATION OF ATTENDANCE SERVICES IN SOUTH CAROLINA

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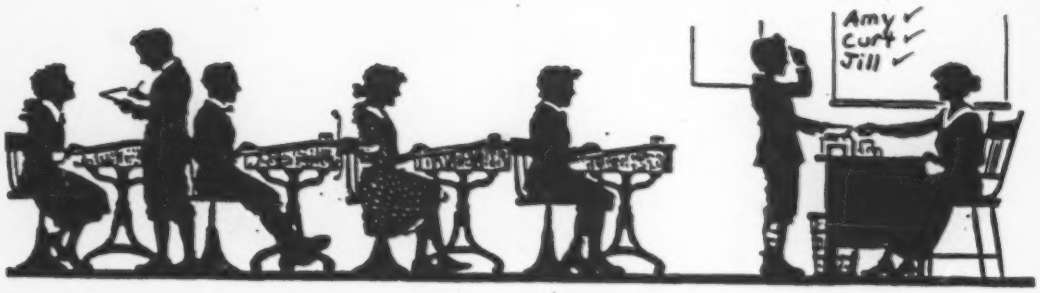

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DROPOUT PREVENTION AND RETRIEVAL SECTION
OFFICE OF LEADERSHIP AND SCHOOL IMPROVEMENT
SOUTH CAROLINA DEPARTMENT OF EDUCATION

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GUIDE TO THE EFFECTIVE IMPLEMENTATION OF ATTENDANCE SERVICES IN SOUTH CAROLINA

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INTRODUCTION

The South Carolina Department of Education has certain responsibilities for providing leadership and initiating programs to improve attendance in all school districts. Among the services offered in order to carry out Department responsibilities are:

1. assistance to school district authorities in developing district programs relating to attendance services;

2. assistance to school districts in planning ways attendance personnel can work cooperatively within the school system and cooperatively with community agencies to improve school attendance;

3. assistance to attendance personnel in developing professional approaches to the prevention of non-attendance and to problems resulting in chronic absenteeism;

4. assistance to school districts in the provision of appropriate educational opportunities for pupils exempt from regular school attendance;

5. recommendation of professional standards for the preparation of attendance personnel and assistance to institutions of higher education in developing appropriate courses and programs; and

6. preparation and distribution of pertinent publications and materials for use in the schools and in the community.

This guide, developed by the Dropout Prevention and Retrieval Section of the Office of Leadership and School Improvement, contains information on the role and function of attendance supervisors as they operate within the school system and the community. The statutes found in the guide serve as a ready legal reference in understanding and enforcing the compulsory school attendance law and other statutory provisions relating to school attendance.

PHILOSOPHY OF ATTENDANCE SERVICES

The complex problems of the modern world demand trained minds and creative thinking. Because the future of the nation depends on the wisdom and knowledge of today's children, our young people must be provided a quality education to prepare them for the tasks confronting them. Each community has the responsibility of assisting and encouraging its youth to stay in school and to obtain the best education possible.

The primary objective of attendance services is to ensure the enrollment of every child in an appropriate school program. All attendance programs must be designed to motivate the child and to overcome an array of human and environmental problems which interfere with school attendance.

The attendance supervisor is the coordinator of attendance programs in the local school district, and is the connecting link between the home, the school, and the community. As a trained professional, the attendance supervisor recognizes absences from school as symptoms of problems which need to be identified and corrected. Being absent from school is often not a simple matter of illness or truancy, but may be a complex problem with many dimensions, reflecting numerous facets of human behavior. To understand and to be able to cope with the causes of school absences, the attendance supervisor must be professionally trained and experienced.

Major Functions of the Attendance Supervisor

The attendance supervisor has four principal responsibilities:

1. to assist teachers in the early identification of patterns of non-attendance which might be indicative of inadequate pupil adjustment;

2. to take early professional action on problems of non-attendance by involving a case management approach to the pupil's problems which leads to cooperation with parents, teachers, other pupil personnel workers, and appropriate community agencies;

3. to provide prevention programs which promote positive pupil and parental attitudes toward regular school attendance; and

4. to collect, report, and disseminate attendance-related data and research.

IDENTIFYING PATTERNS OF NON-ATTENDANCE

The child at-risk is a potential dropout. School administrators, counselors, and teachers are all called upon to serve students who experience special problems which can affect their school attendance. It is the function of the attendance supervisor to assist teachers, and others, in recognizing these problems as the symptoms of a potential dropout. This is one means of bringing early professional help to the child.

Outlined below are some characteristics of the potential dropout or the troubled child. Referral to the attendance supervisor should be considered when students exhibit one or more of these symptoms.

Attendance Problems

Attendance problems leading to referral may include the following:

1. frequent absences from school without valid excuses. These absences may have a certain pattern, such as frequently being absent on a particular day of the week,

2. consecutive absences for several days with no contact between home and school,

3. frequent absences of students who have previously had regular attendance habits,

4. an unusual variety of reasons for frequent absences,

5. absences claimed to be due to inadequate clothing, shoes, books, or other school supplies,

6. absences suspected of being due to the student's having to stay home to babysit,

7. absences frequently claimed to be due to missing the school bus or oversleeping,

8. reports from others that a student was seen in the neighborhood during school hours, and/or

9. reports by citizens of children who are not enrolled or who are not attending school.

Personal Problems

Observable personal difficulties which might warrant referral include:

1. students who frequently fall asleep in class or appear tired or lethargic.

2. Students who demonstrate noticeable behavioral changes such as appearing worried, distracted, or unusually irritable.

3. students who have unusually negative reactions to situations of family stress such as death, separation, divorce, sickness, and financial problems.

Behavioral Problems

Behavioral issues which might suggest referral may include:

1. students who are hostile or aggressive,

2. students who are withdrawn. Frequently, these students are looked upon as being well-behaved, but their symptoms are as serious as those of the more aggressive child,

3. students who frequently pick on other children or get picked on by classmates,

4. students who often cry without obvious reason,

5. students who habitually fail to complete work assignments.

Child Abuse or Neglect Problems

The Child Protection Act of 1977 mandates that school personnel report to local law enforcement or the Department of Social Services all suspected cases of child abuse or neglect (S. C. Code of Laws, 20-7-510). Educators should become familiar with the visible or behavioral symptoms of the abused or severely neglected child. Overt symptoms may include:

1. unusual and/or frequent bruises or abrasions accompanied by inconsistent or questionable explanations given by the student,

2. unusually nervous, jittery, or fearful behavior,

3. frequent complaints of not feeling well or dejection,

4. symptoms of sexual abuse such as changes in attitude or physical carriage of students,

5. reports of students of being left alone at night or for several days,

6. obvious lack of the necessities of life such as adequate food, clothing, or shelter,

7. expression of strong feelings of hate or hostility toward parents or other family members might indicate emotional abuse,

8. prolonged physical or medical problems such as unattended sores, rashes, internal aches and pains, visual or hearing problems, urinary problems, intestinal or body parasites, and/or

9. suspected psychological problems such as school phobia.

In summary, any child of school age who is not in school or who is not at ease in going to school might need the help of the attendance supervisor.

EARLY PROFESSIONAL ACTION

Once a problem has been identified, it is the responsibility of the attendance supervisor to take professional action and to serve as a link between school, home, and community. The principal strategies that are employed by the attendance supervisor in fulfilling this function are:

1. **Home Visitation**
   The attendance supervisor visits homes to interview and counsel parents, collect pertinent information for case studies, and verify reasons for school absences. Training and experience mandate such visits be kept on a professional level, rather than being conducted as a social visit.

2. **Counseling**
   The attendance supervisor counsels students and parents regarding school attendance and adjustment. The causes of non-attendance must be diagnosed accurately and solutions determined, and interventions made by direct assistance or referral to appropriate personnel. The attendance supervisor needs a thorough knowledge of school and community resources, and legal implications of attendance problems to help students and their families.

3. **Case Conferences and Studies**
   The attendance supervisor may request case conferences with teachers, principals, guidance counselors, psychologists, and others. At a case conference, the attendance supervisor can describe the home situation, and because of knowledge of the community, can assess the student's adjustment as it relates to the home, family, and neighborhood. When necessary, the attendance supervisor can discuss the appropriate procedures for legal action.

   The attendance supervisor may be asked for input regarding suspensions or expulsions, exemptions from compulsory school attendance, placement of students in special programs, and assurances that all qualifications for school attendance are met by students and/or their families.

   To decide an appropriate course of action, a case study is often necessary, especially when legal action is anticipated. Because the attendance supervisor serves as a liaison between the school, the home, and the community, he is able to obtain vital information about students and their families which may not readily be available to other school personnel.

4. **Referral**

After a careful evaluation of the problem, the attendance supervisor may find that it is in the student's best interest to make a referral to a school or community service. The attendance supervisor frequently makes referrals to guidance and psychological services and to local health, social, and mental health agencies. The process can be a delicate one in which the attendance supervisor must first assist the family in realizing that a problem actually exists.

5. **Cooperation with Community Agencies**

Since most school attendance problems stem from multiple causes, the attendance supervisor should be keenly aware of the numerous specialists who can help in individual ways. Various agencies and individuals can cooperate in aiding any student who is in trouble. The attendance supervisor requests assistance from, and cooperates with, departments of social services, police departments, clergymen, health and mental health clinics, and juvenile authorities, as well as specialists within the school system.

State law provides that the attendance supervisor may accept cash, clothing, shoes, and similar articles from organizations and county or community agencies for distribution to families who are in need of such items to enable them to keep their children in school.

6. **Initiation of Court Action**

One of the most serious and far-reaching responsibilities of the attendance supervisor is bringing court action. Before taking such action, the attendance supervisor should make certain that all other appropriate school and community resources have been exhausted without resolving the problem. The attendance supervisor needs specific knowledge of the power, resources, and procedures of the court and of the laws relating to school attendance. The attendance supervisor must know if there is sufficient evidence of a violation of a statute before enlisting the aid of the court. An inappropriate court action could be damaging not only to the student and his parents, but also to the school and school district as well.

7. **Avoidance of Illegal Student Employment**

In enforcing the compulsory school attendance laws, the attendance supervisor is given certain responsibilities regarding the outside employment of minors. Students must be protected in accordance with all state statutes. Illegal or excessive employment may result in school attendance problems, discipline

problems, scholastic problems, and early school termination. Because of having a special familiarity with the compulsory school attendance laws and related statutes, the attendance supervisor is frequently called upon to administer the school district's employment certification program. In cases where it is felt that a student's employment is necessary for the maintenance of the home, the attendance supervisor may request the court to exempt the student from the requirements of the compulsory attendance laws.

8. **Homebound Services**

The attendance supervisor may also be responsible for supervising homebound programs for disabled, ill, or handicapped students. The attendance supervisor with this responsibility works closely with physicians and health agencies in the community, and visits homes where eligible students are receiving instruction or where it is felt that a student might benefit from or be eligible for homebound instruction.

9. **Home Instruction**

South Carolina law (59-65-40) provides that parents or guardians can teach their children or wards at home. The attendance supervisor is often responsible for facilitating home instruction requests. Care should be taken to ensure that all statutory and regulatory requirements are met by both the parents and the district board of trustees.

PROVIDING PREVENTION PROGRAMS

The handling of identified problems is at best a short-range accomplishment. To have long-range impact, the attendance supervisor should initiate and coordinate programs that will help prevent attendance problems. This requires the assistance and cooperation of all school personnel and other citizens. The attendance supervisor can also make appropriate presentations about prevention activities. These presentations will acquaint both school personnel and the community with the purpose and value of activities such as:

1. sharing techniques and strategies designed to promote regular school attendance;

2. informing teachers of revisions and modifications in pupil accounting procedures;

3. meeting with parent, civic, and religious groups to explain how the family and community play a major role in determining whether students attend school regularly; and

4. making available to the community and news media current information relating to school attendance or attendance regulations.

DATA COLLECTION AND RESEARCH

In many school districts, the attendance supervisor is in charge of administering the pupil accounting system as required by the South Carolina Education Finance Act. Forms and materials are supplied to schools for reporting enrollment and for maintaining day-to-day records.

Through working with pupil accounting, the attendance supervisor often gathers information which is important in the study of local problems. Data which may prove useful in combating truancy, inconsistent attendance, juvenile delinquency, and dropping out of school must be continually collected and evaluated so that it can be made available to school personnel and other authorities for use in planning educational and attendance-related programs and services.

Also, the attendance supervisor's special knowledge of the community is invaluable in administering and supervising the school census.

EDUCATIONAL TRAINING OF THE ATTENDANCE SUPERVISOR

The education of an attendance supervisor should be designed to include courses in general education, guidance and counseling. The competent attendance supervisor should:

1. be able to communicate with parents and students from diversified socioeconomic and educational backgrounds;

2. be able to visit homes at all socioeconomic levels on a professional level, achieving appropriate results based on a predetermined reason for each visit;

3. be able to communicate with other professionals;

4. be able to write clearly and effectively, to prepare proper studies and to do appropriate research and reporting;

5. be knowledgeable of current pupil accounting procedures and be able to instruct others in accurate and proper methods of pupil accounting;

6. be able to recognize attendance-related educational, social, and emotional problems which call for immediate action;

7. be able to deal with diagnosed problems in order to effect changes which will result in elimination or amelioration of the problem as it relates to the school;

8. be able to interpret pupil behavior in relation to patterns of normal growth and development;

9. be familiar with compulsory education statutes and their applications to real-life situations;

10. be familiar with other statutes and regulations which apply to students in order to be able to discuss such laws with students, parents, school professionals, and those in outside agencies concerned with student welfare;

11. be familiar with the court system of the state in order to insure proper application of the laws as they apply to each situation;

12. be familiar with local agencies, clinics, and services which may be of assistance in dealing with the various problems which impact upon the education of the student;

13. be able to set up and administer an efficient program of attendance services in accordance with the laws, regulations, and policies of the state and local school district;

14. be able to accept the authority which comes with the position of attendance supervisor in a constructive, professional manner; and

15. be aware of current trends and developments in attendance and related fields in order to provide the most current and effective attendance services available.

CERTIFICATION REQUIREMENTS OF THE ATTENDANCE SUPERVISOR

In order to be certified as an attendance supervisor, an individual must have as a minimum the following:

(1) Bachelor's Degree, and

(2) Minimum score of 510 on the Commons Examination of the National Teacher Examination.

Basic Preparation. An undergraduate program composed of 42-45 semester hours of general coursework from the liberal arts or courses of common value to all educators.

- English. Literature, composition, and rhetoric are the usual courses in English. These include courses involving the satisfactory use of oral and written language and a background of general literature. Twelve semester hours are required.

- Biological and Physical Sciences. Both biological and physical sciences are required. Laboratory or non-laboratory courses in each field may be included. Any combination of hours in these sciences may be made provided the total amounts to twelve semester hours.

- Social Studies. For certification, social studies fields include history, political science, economics, geography (when taught as a social subject), sociology, religion, and philosophy. At least two fields must be represented with six, but not more than six, semester hours in one field. The remaining six semester hours may be in any one or any combination of the remaining fields.

- Health. Two or three semester hours are required, and the course should include either personal or community health or both.

- Art and Music. Appreciation or history of both art and music must be included, with not less than two semester hours in each.

Professional Preparation. A program of eighteen semester hours in the following courses is required:

- Human Growth and Development - six semester hours

- General Methods and Materials of Teaching in Elementary and Secondary Schools - six semester hours

- Field Practicum in the Area of Attendance or Social Work - six semester hours

Specialized Preparation. A program of eighteen semester hours must be included. The courses are to be elected from the following:

- Social Casework
- Introduction to Sociology
- Welfare Services
- Community Structure and Organization
- Social and Child Welfare
- Sociology of Child Development
- Techniques of Guidance and Counseling
- Educational Sociology
- General School Administration
- Approved electives from Psychology, Sociology, Social Psychology, or Anthropology

SAMPLE JOB DESCRIPTION OF THE ATTENDANCE SUPERVISOR

The function of the attendance supervisor is to work with school officials and others to enforce state laws designed to ensure that each student shall have full advantage of educational opportunities through regular school attendance. The attendance supervisor should use every available resource in the community to assist students in learning to live more happily, successfully, and safely. He should also help parents to recognize the importance of a consistent pattern of regular school attendance.

The attendance supervisor works with school personnel by:

1. conferring with principals, teachers, and guidance counselors regarding students who are frequently absent or tardy after the school has made an initial contact and attempt at solving the problem;

2. being available for conferences with guidance counselors and school psychologists concerning problems which may relate to attendance;

3. serving as a team member in case conferences;

4. assisting with the enrollment of students in the homebound instruction program;

5. providing for individual and group counseling, whenever necessary, as a follow-up measure to the routine procedure of checking and investigating cases of irregular attendance patterns;

6. distributing forms and supplies from the local district and the State Department of Education for use in reporting enrollment and for maintaining day-to-day attendance records;

7. cooperating with the State Department of Education concerning information on dropouts and other related attendance matters; and

8. developing projects to promote regular school attendance.

The attendance supervisor works with parents and students by:

1. being knowledgeable of compulsory attendance laws and explaining them to parents and students in an informative, concise, and professional manner;

2. serving as a liaison between the family and the school; and

3. referring parents and/or students to appropriate health and human services *agencies for support and assistance.*

The attendance supervisor works with community agencies by:

1. cooperating with social workers on cases involving child abuse and neglect;

2. referring families or individuals to the South Carolina Department of Mental Health when this is deemed appropriate;

3. conferring with representatives of the South Carolina Department of Youth Services about students who must be referred to the judicial system;

4. working closely with the South Carolina Department of Social Services on mutual cases;

5. cooperating with and seeking assistance from other community agencies such as the police, doctors, clergymen, vocational rehabilitation personnel, juvenile authorities, and substance abuse agencies;

6. consulting with and receiving approval from appropriate school officials regarding referral of cases to family court or other courts having jurisdiction over juveniles; and

7. accepting cash, clothing, shoes, and similar articles from organizations and county or community agencies for distribution to families who are in need of such items to keep their children in school.

The attendance supervisor will complete other duties and responsibilities as assigned.

QUESTIONS RELATING TO EFFECTIVE ATTENDANCE SERVICES

The following ten questions and answers will serve as a ready outline when presenting a program about attendance services to a school or community group:

1. What are the purposes of attendance services?

   There are some things which the school cannot do by itself for students and parents. Attendance services is a branch of the school district that reaches out into the community for more help and services. Attendance supervisors use all resources of the community to ensure that all children have a chance to go to school and succeed.

2. What do attendance supervisors actually do?

   Attendance supervisors make use of every person and agency in the community in an effort to help children learn to live happily, safely, and successfully. They try to help children understand why they should get as much education as possible, and they try to help parents understand why their children should attend school regularly. They look for extra help outside the home and school, and when it is needed or requested, inside the home or school setting. Attendance supervisors try to determine why children stay away from school, and through cooperative effort, remove the barriers to school attendance.

3. How do principals, guidance counselors, and attendance supervisors work together?

   The principals and guidance counselors identify problems of attendance, of achievement, and of behavior. They determine which students might benefit from services offered by the attendance supervisor, and together as a professional team, they plan how to best help the student.

4. How can attendance supervisors specifically help guidance counselors?

   Attendance supervisors work most closely with guidance counselors. They can be of great assistance to the counselor by trying to find out why some children do not go to school. They try to find out why some children are frequently absent, why some drop out of school, why some do not do well in school, and then, with the guidance counselor, work to help parents and teachers do

a better job of getting children to school, keeping them in school, and making the schooling experience successful.

5. How can attendance supervisors help parents and/or teachers?

Attendance supervisors help parents understand how important it is for their children to attend school regularly and get a sound education. They can show parents where to get help or support when it is needed. They can also help teachers understand specific problems of children that have attendance difficulties. They can help both parents and teachers to better understand children and their needs.

6. How do attendance supervisors find children who need special help?

Principals, guidance counselors, teachers, parents, interested citizens, and even other children tell them about children who need help. Anyone interested in the welfare of children should let the attendance supervisor know of those who might benefit from attendance services. This "telling the attendance supervisor" is not meddling; rather, it comes from a wish to help children become better educated so that they will live happier, more successful lives.

7. Which children might need the attendance supervisor's help?

Attendance supervisors may be able to help children who are not doing well in school because:

- they do not go to school regularly
- they do not get along well with others
- they do not succeed in their school work
- they are abused or neglected
- they come from poor homes or lack adequate shelter
- they come from broken or unhappy homes
- they do not eat the right foods to be healthy
- they do not have the proper clothing or shoes to attend school.

Any child who would fit into the category of "at-risk," any child not in school regularly, or any

child in school but not satisfied with school might need the attendance supervisor's help.

8. What is the attendance supervisor's role in initiating court action involving parents?

The attendance supervisors sometimes bring parents into court in order to protect a child's right to an education. Attendance supervisors try to make it easy for parents to send their children to school and easy and pleasant for the children to go. The law states that children must go to school and parents are responsible for seeing to it that their children attend. When everything has been done to help and the children still do not go to school, the attendance supervisor must bring charges against the parents. This is done so that the court can decide whether or not the parents are in non-compliance with the law. When it appears that the child is at fault, charges can be filed against the child. If the parents are found guilty of breaking the law by not sending their children to school, the judges have no choice; they must deal with them according to the school attendance laws. Parents have the right to control their children until what they do harms the children or takes away their rights. Then, and only then, does the law step in to protect the children and the community.

9. What do attendance supervisors **not** do?

Attendance supervisors do not chase children who "play hooky" and forcefully take them back to school. Attendance supervisors do not try to do any of those things that parents, teachers, guidance counselors, psychologists, or principals do to help children.

10. What should a person do who knows of children who need the attendance supervisor's help?

Any person who knows of children who might need the attendance supervisor's help can give that information to the attendance supervisor by calling the office of the local county or district superintendent of education and asking for the attendance supervisor.

The task of getting all children into school and of seeing that all children receive an education belongs to everyone. It is to everyone's advantage for all children to receive the best education possible since getting an education means more today than ever before. It means much more than just going to school to learn facts from books. Getting an education also means learning how to

get along with others; learning the skills of reading, writing, speaking, and computing; learning how to do the best job one can; and learning how to be a good citizen.

Section 59-65-10. Qualifications for attendance.

(A) All parents or guardians shall cause their children or wards who are in the age group of five to seventeen years to regularly attend a public or private school or kindergarten of this State which has been approved by the State Board of Education or a member school of the South Carolina Independent Schools Association or some similar organization, or a parochial, denominational, or church-related school, or other programs which have been approved by the State Board of Education from the school year in which the child or ward is five years of age before November first until the child or ward attains his seventeenth birthday or graduates from high school. Any parent or guardian whose child or ward is not six years of age on or before the first day of November of a particular school year may elect for their child or ward not to attend kindergarten. For this purpose, the parent or guardian must sign a written document making such election with the governing body of the school district wherein the parent or guardian resides. The form of this written document must be prescribed by regulation of the Department of Education. Upon the written election being executed, that child or ward may not be required to attend kindergarten.

(B) School districts shall attempt to contact parents or guardians of children who will reach age six after September first in the applicable school year and who are not enrolled in public or private schools to encourage them to enroll their eligible children at the beginning of the school year and make substantial efforts to publicize the availability of public kindergarten.

(C) Each school district shall provide transportation to and from public school for all pupils enrolled in public kindergarten classes whose parent or guardian requests that transportation. Regulation of the State Board of Education governing the operation of school buses shall apply.

Section 59-65-20. Penalty for failure to enroll or cause child to attend school.

Any parent or guardian who neglects to enroll his child or ward or refuses to make such a child or ward attend school shall, upon conviction, be fined not more than fifty dollars or be imprisoned not more than thirty days; each day's absence shall constitute a separate offense;

provided, the court may in its discretion suspend the sentence of anyone convicted of the provisions of this article.

Section 59-65-30. Exceptions.

The provisions of this article shall not apply to:

(A) Any child who has been graduated from high school or has received the equivalent of a high school education from a school approved by the State Board of Education, or a member of the South Carolina Independent Schools Association, or a private school in existence at the time of passage of this article;

(B) Any child who obtains a certificate from a psychologist certified by the State Department of Education or from a licensed physician stating that he is unable to attend school because of a physical or mental disability; provided there are no suitable special classes available for such child in the school district where he resides;

(C) Any child who has completed the eighth grade and who is determined by the court to be legally and gainfully employed, and whose employment is further determined by such court to be necessary for the maintenance of his home;

(D) Any child who, at the time this article becomes law, is ten years of age or older and has been out of school for three years or more, provided there are no special classes in the school district for the child to attend;

(E) Any child who is married or has been married, any unmarried child who is pregnant or any child who has had a child outside of wedlock;

(F) Any child who has reached the age of sixteen years and whose further attendance in school, vocational school or available special classes is determined by a court of competent jurisdiction to be disruptive to the educational program of the school, unproductive of further learning, or not in the best interest of the child, and who is authorized by such court to enter into suitable employment under the supervision of the court until age seventeen is attained. Provided, however, that prior to being exempted from the provisions of this article, the court may first require that the child concerned by examined physically and tested mentally to assist the court to determine whether or not gainful employment would be more suitable for the child than continued attendance in school. Such examination and testing shall be conducted by the Department of Youth Services or by any local agency which the court

determines to be appropriate; provided, further, that the court shall revoke the exemption herein provided upon a finding that the child fails to continue in his employment until reaching the age of seventeen years.

Section 59-65-40. Instruction at Place Other Than School.

(A) Parents or guardians may teach their children at home if the instruction is approved by the district board of trustees of the district in which the children reside. A district board of trustees shall approve home schooling programs which meet the following standards:

(1) the parent:

(a) holds at least a high school diploma or the equivalent general educational development (GED) certificate and, beginning in the 1989-90 school year, attains a passing score on the basic skills examination developed pursuant to **Section 59-26-20(b)(1)** after the State Department of Education has validated the test for use with home schooling parents; or

(b) has earned a baccalaureate degree;

(2) the instructional day is at least four and one-half hours, excluding lunch and recesses, and the instructional year is at least one hundred eighty days;

(3) the curriculum includes, but is not limited to, the basic instructional areas of reading, writing, mathematics, science, and social studies and in grades seven through twelve, composition and literature;

(4) as evidence that a student is receiving regular instruction, the parent shall present a system for maintaining and maintain the following records for inspection upon reasonable notice by a representative of the school district:

(a) a plan book, diary, or other written record indicating subjects taught and activities in which the student and parent engage;

(b) a portfolio of samples of the student's academic work; and

(c) a record of evaluations of the student's academic progress. A semiannual progress report including attendance records and individualized assessments of the student's academic progress

in each of the basic instructional areas specified in item (3) must be submitted to the school district.

(5) students must have access to library facilities;

(6) students must participate in the annual statewide testing program and the Basic Skills Assessment Program approved by the State Board of Education for their appropriate grade level. The tests must be administered by a certified school district employee either with public school students or by special arrangement at the student's place of instruction, at the parent's option. The parent is responsible for paying the test administrator if the test is administered at the student's home, and

(7) parents must agree in writing to hold the district, the district board of trustees and the district's employees harmless for any educational deficiencies of the student sustained as a result of home instruction.

At any time the school district determines that the parent is not maintaining the home school program in keeping with the standards specified in this section, the district board of trustees shall notify the parent to correct the deficiencies within thirty days. If the deficiencies are not corrected within thirty days, the district board of trustees may withdraw its approval.

(B) The district board of trustees shall provide for an application process which elicits the information necessary for processing the home schooling request, including a description of the program, the texts and materials to be used, the methods of program evaluation, and the place of instruction. Parents must be notified in advance of the date, place, and time of the meeting at which the application is considered by the board and parents may be heard at the meeting.

(C) Within the first fifteen instructional days of the public school year, students participating in home instruction and eligible for enrollment in the first grade of the public schools must be tested to determine their readiness for the first grade using the readiness instrument approved by the State Board of Education for public school students. If a student is determined to be 'not ready' or is determined to lack the necessary emotional maturity, the parent must be advised by appropriate school district personnel whether a kindergarten or a first grade curriculum should be used for the child. Nothing in this section may be

interpreted to conflict with a parent's right to exempt his child from kindergarten as provided in **Section 59-65-10(A).**

(D) Should a student in a home schooling program score below the test requirements of the promotion standard prescribed for public school students by the State Board of Education for one year, the district board of trustees shall decide whether or not the student shall receive appropriate instructional placement in the public school, special services as a handicapped student, or home schooling with an instructional support system at parental expense. The right of a parent to enroll his child in a private or parochial school as provided in **Section 59-65-10(A)** is unaffected by this provision.

(E) If a parent is denied permission to begin or continue home schooling by a district board of trustees, the decision of the district board of trustees may be appealed, within ten days, to the State Board of Education. Any appeal from the decision of the State Board of Education must be taken, within thirty days, to the family court.

SECTION 2

School districts may count each student who is instructed at home under the provisions of **Section 59-65-40** in the district's weighted pupil units at a weighting of .25 for supervising, overseeing, or reviewing the student's program of home instruction. No local match is required for students instructed at home under the provisions of **Section 59-65-40.**

SECTION 3

This act takes effect July 1, 1988.

Section 59-65-50. Nonattendance reported to court having jurisdiction of juveniles.

If the board of trustees of a school district or its designee is unable to obtain the school attendance of a child in the age group specified in **§ 59-65-10**, the board or its designee shall report such nonattendance in writing to the juvenile court or such other court in the county as may have jurisdiction of juveniles but exclusive of the magistrate's courts notwithstanding the provisions of **§ 22-3-540**; provided that no one except the board of trustees or its designee shall have the authority to institute the proceedings herein.

Section 59-65-60. Procedure upon receipt by court of report of nonattendance.

(A) Upon receipt of such a report, the court may forthwith order the appearance before such court of the responsible parent or guardian and if it deems necessary, the minor involved, for such action as the court may deem necessary to carry out the provisions of this article.

(B) The court may, after hearing upon ten days notice, order such parent or guardian to require such child to attend school and upon failure of such parent to comply with such order may punish such parent or guardian as by contempt, provided that punishment for such contempt cannot exceed fifty dollars or thirty days imprisonment for each offense.

Section 59-65-70. Court empowered to declare child delinquent.

If the court determines that the reported absence occurred without the knowledge, consent or connivance of the responsible parent or guardian or that a bona fide attempt has been made to control and keep the child in school, the court may declare such child to be a delinquent and subject to the provisions of law in such cases.

Section 59-65-80. Enrollment or attendance of expelled or suspended child not authorized.

Nothing herein shall be construed as granting authority to require enrollment or attendance of a child who has been or may be expelled or suspended by the board of trustees of the district or any other person acting with authority from the board of trustees.

Section 59-65-90. Rules and regulations.

The State Board of Education shall establish rules and regulations defining lawful and unlawful absences beyond those specifically named in this article and such additional regulations as are necessary for the orderly enrollment of pupils so as to provide for uniform dates of entrance.

These regulations shall require: (1) that school officials shall immediately intervene to encourage the student's future attendance when the student has three consecutive unlawful absences or a total of five unlawful absences and (2) that the district board of trustees or its designee shall promptly approve or disapprove any student absence in excess of ten days.

As used in this section, "intervene" means to identify the reasons for the child's continued absence and to develop a plan in conjunction with the student and his parent or guardian to improve his future attendance.

Provided, however; that nothing within this section shall interfere with the Board's authority to at any time refer a child to a truancy prevention program or to the court pursuant to 59-65-50.

ARTICLE 3

Attendance Supervisors

59-65-210. State appropriation for attendance supervisor program.

For each county which has indicated a desire for the service of an attendance supervisor or supervisors there shall be appropriated annually for the ensuing fiscal year a sum sufficient to pay the salaries and expenses of an attendance supervisor or supervisors for each county, one such supervisor for each ten thousand children, or fraction thereof, enrolled in each county as of the closing date of the school year immediately preceding the commencing of each such fiscal year. This sum shall be the state's portion of the attendance supervisor program. Nothing in this article shall limit the number of attendance supervisors that a county or a school district may employ at its own expense.

59-65-220. Election of attendance supervisors.

In each county desiring the services of an attendance supervisor, such supervisor shall, if his salary and expenses are to be paid by the state, be elected on or before July 1 of each year, or as soon thereafter as practicable, by the members of the county board of education whose terms of office run concurrently with or extend beyond the period of employment of such supervisor.

59-65-230. Certification of attendance supervisors by State Board of Education.

Attendance supervisors shall be certified by the State Board of Education. Qualifications for the certification of attendance supervisors shall be determined by the State Board of Education in the same manner as the Board now determines qualifications for all other teachers, **provided** that such certification requirements shall not adversely affect attendance supervisors who were employed prior to the passage of this article.

59-65-240. Census of children not enrolled in public schools; list submitted to attendance supervisor.

Within thirty days after the opening date of each school year of each public school district in the state in which a public school is being operated, the trustees or other governing board thereof shall make or cause to be made a complete census of all children of school age therein, that is, between the years of seven and sixteen years, inclusive, who have not enrolled in such school district or in some other district during the thirty-day enrollment period. The names, ages, places of residence and names of parents or

guardians of such children of school age not enrolled shall be forthwith filed with the county superintendent of education, who shall thereupon consolidate all of such names of children in alphabetical order into one list and certify the list to the attendance supervisor of the county.

59-65-250. Cooperation between attendance supervisors and county and district agencies and the like.

The county attendance supervisor whose salary shall be paid from state funds and such other attendance supervisors as may be employed by the county or school districts therein shall cooperate with the social and civic organizations and agencies of the county or district, as well as with the trustees of the several school districts in the county.

59-65-260. Duties of attendance supervisor relating to non-attending children.

The attendance supervisor shall, upon receiving the list of non-attending children from the county superintendent of education, contact as rapidly as possible the parents or guardians of such non-attending children with the object in mind of interesting non-attending children in school work, and influencing them by means of persuasion to attend school regularly. All principals shall report to such attendance supervisor on continuous absences which appear to be unwarranted, and the attendance supervisor shall make an earnest effort to have enrolled and keep enrolled all children of school age in the county.

59-65-270. Procurement of books, clothing and shoes for non-attending children.

In the event that any non-attending children reported to the attendance supervisor shall be unable to procure books, that fact shall be reported to the trustees and county superintendent of education, and steps shall be taken immediately to provide the necessary books and working material. In the event that such non-attending children shall not have suitable clothing or shoes, and the parents or guardians of such children are financially unable to provide the same, such condition shall be reported by the attendance supervisor to the social and civic organizations of such county for such action in the premises as to such social and civic organizations shall seem meet and proper.

59-65-280. Acceptance of cash, clothing, shoes, books and similar articles from organizations and county or community agencies.

The attendance supervisor shall accept and receive from the social or civic organizations and agencies of the county or community all cash, clothes, shoes, books, materials and

similar articles as may be provided, and shall supply them to the non-attending school children of the county who are unable or whose parents or guardians are unable financially to provide such articles.

REGULATIONS FOR COMPULSORY STUDENT ATTENDANCE

Approved by State Board of Education on August 1, 1984. Compulsory attendance provision approved by State Board of Education on January 9, 1985.

The following definitions of lawful and unlawful absences beyond those specifically named in state statutes have been established:

Lawful Absences

1. Students who are ill and whose attendance in school would endanger their health or the health of others may be temporarily excused from attendance.

2. Students in whose immediate family there is a serious illness or death.

3. Students may be excused from attendance in school for recognized religious holidays of their faith.

4. Students may be excused from attendance in school in accordance with local board policies.

Unlawful Absences

1. Students who are willfully absent from school without the knowledge of their parents.

2. Students who are absent from school without acceptable cause with the knowledge of their parents.

3. Each school district shall develop policies and procedures for determining unlawful absences.

4. Additional criteria in accordance with local board policies may be added to the above definition of unlawful absences.

Absences in Excess of 10 Days

The district board of trustees or its designee shall promptly approve or disapprove any student's absence in excess of ten days. If the district board appoints a designee, the designee must be notified in writing concerning his responsibilities in complying with this regulation.

The district board of trustees, or its designee, shall approve or disapprove any absences exceeding ten, whether lawful, unlawful, or a combination thereof, for students in grades K-12.

Intervention Plans and Referrals

1. After three consecutive unlawful absences or a total of five unlawful absences, school officials shall identify the reasons for the child's continued absence and develop a plan in conjunction with student and parent or guardian to improve future attendance.

2. Each district shall develop additional policies relating to requirements for intervention. The district plan for improving students' attendance shall include but not be limited to:

   a. reasons for unlawful absences;

   b. methods to resolve causes of unlawful absences;

   c. actions to be taken in the event unlawful absences continue;

   d. signature of parent/guardian or evidence that an attempt has been made to involve parent/guardian;

   e. documentation of involvement of other agencies, departments, organizations and personnel not part of the school system who assisted or are a component of the intervention plan.

3. If the intervention plan is not successful and further inquiry by school officials fails to cause the student, parent or guardian to comply with the plan, or the student, parent or guardian refuses to participate in the intervention planning, school officials shall refer the case to the Family Court. Each referral shall include pertinent information as identified by the school district and the Family Court.

High School Credit

In each class where high school credit may be awarded, a student must attend a minimum of days each instructional period before receiving consideration for credit, unless the local school board grants approval for each excessive absence in accordance with local board policy. Below is an attendance schedule required for the various instructional periods:

Instructional Period	Credit	Minimum Days Attendance Required
Semester (90 days)	1/2	85
Year (180 days)	1	170

Vocational Centers: The same standards for attendance in the secondary schools apply to vocational centers.

These regulations will supersede Defined Minimum Program requirements regarding Attendance, VIII, F, pp. 51-52.

APPENDIX I

STATUTES RELATED TO ATTENDANCE, ENROLLMENT AND TRANSFERS

Section 59-63-20. Age of attendance.

It shall not be lawful for any person who is less than five or more than twenty-one years of age to attend any of the free public schools of this State, including kindergarten, except that:

1. persons over twenty-one years of age may attend night schools;

2. when a pupil is in the graduating class and becomes twenty-one years of age before graduation, he shall be permitted to complete the term if otherwise qualified to do so;

3. students may enter kindergarten in the public schools of this state if they will attain the age of five on or before November first of the applicable school year or have substantially initiated a public school kindergarten in another state that has a different attendance age requirement from South Carolina;

4. students may not enter the first grade in the public schools of this state unless they will attain the age of six on or before November first of the applicable school year or have substantially initiated a first grade program in another state that has a different attendance age requirement from South Carolina or have attended a public school kindergarten program for one full school year;

5. the restrictions in this section may be waived by the local board of trustees in any proper case; **provided**, however, that if the provisions of items (3) and (4) of this section are not complied with, the school district shall not be entitled to receive any state aid for any students who fail to meet such requirements; and

6. four-year-olds may attend optional child development programs.

Section 59-63-30. Qualifications for attendance.

Children within the ages prescribed by **Section 59-63-20** shall be entitled to attend the public schools of any school district, without charge, only if qualified under the following provisions of this section:

(a) such child resides with its parent or legal guardian;

(b) the parent or legal guardian, with whom the child resides, is a resident of such school district; or

(c) the child owns real estate in the district having an assessed value of three hundred dollars or more;

(d) the child has maintained a satisfactory scholastic record in accordance with scholastic standards of achievement prescribed by the trustees pursuant to **Section 59-19-90**; and

(e) the child has not been guilty of infraction of the rules of conduct promulgated by the trustees of such school district pursuant to **Section 59-19-90**.

Section 59-63-210. Grounds for which trustees may expel, suspend or transfer pupils; petition for readmission.

Any district board of trustees may authorize or order the expulsion, suspension, or transfer of any pupil for a commission of any crime, gross immorality, gross misbehavior, persistent disobedience, or for violation of written rules and regulations established by the district board, county board, or the State Board of Education, or when the presence of the pupil is detrimental to the best interest of the school. Every expelled pupil shall have the right to petition for readmission for the succeeding school year. Expulsion or suspension shall be construed to prohibit a pupil from entering the school, or school grounds, except for a prearranged conference with an administrator, attending any day or night school functions or riding a school bus. The provisions of this section shall not preclude enrollment and attendance in any adult or night school.

Section 59-63-220. Suspension of pupils by administrators.

Any district board may confer upon any administrator the authority to suspend a pupil from a teacher's class or from the school not in excess of ten days for any one offense and for not more than thirty days in any one school year but no such administrator may suspend a pupil from school during the last ten days of a year if the suspension will make the pupil ineligible to receive credit for the school year without the approval of the school board unless the presence of the pupil constitutes an actual threat to a class or a school or a hearing is granted within twenty-four hours of the suspension.

Section 59-63-230. Notices of suspensions; conferences with parents or guardian.

When a pupil is suspended from a class or a school, the administrator shall notify, in writing, the parents or legal guardian of the pupil, giving the reason for such suspension and setting a time and place when the administrator shall be available for a conference with the parents or guardian. The conference shall be set within three days of the date of the suspension. After the conference, the parents or legal guardian may appeal the suspension to the board of trustees or to its authorized agent.

Section 59-63-240. Expulsion for remainder of year; hearings.

The board may expel for the remainder of the school year a pupil for any of the reasons listed in **Section 59-63-210**. If procedures for expulsion are initiated, the parents or legal guardian of the pupil shall be notified in writing of the time and the place of a hearing either before the board or a person or committee designated by the board. At the hearing the parents or legal guardian shall have the right to legal counsel and to all other regular legal rights including the right to question all witnesses. If the hearing is held by any authority other than the board of trustees, the right to appeal the decision to the board is reserved to either party. The hearing shall take place within fifteen days of the written notification at a time and place designated by the board and a decision shall be rendered within ten days of the hearing. The pupil may be suspended from school and all school activities during the time of the expulsion procedures. The action of the board may be appealed to the proper court. The board may permanently expel any incorrigible pupil.

Section 59-63-250. Transfer of pupils.

The board or a designated administrator may transfer a pupil to another school in lieu of suspension or expulsion but only after a conference or hearing with the parents or legal guardian. The parents or legal guardian may appeal a transfer made by an administrator to the board.

Section 59-63-410. Enrollment of pupils.

The first two weeks of the opening of any public school in the state shall, for the purposes of this section, be known and designated as enrollment weeks. During these two weeks, all teachers in the free public schools of the state shall receive and enroll such pupils as they present themselves, if otherwise admissible under existing law.

Section 59-63-420. Effect of transfer on enrollment lists.

In the event that any enrolled pupil ceases to attend the school in which he has been enrolled and desires to attend another public school of this state, the teacher in the school wherein the pupil was last enrolled shall furnish the pupil, upon his application or upon the application of his parent or guardian, a certificate or card, showing the date of the enrollment of such pupil and all other information required by law to be obtained at the time of enrollment. When any pupil applies for admission in any of the public schools of this state subsequent to the two enrollment weeks of the school, he shall, if he has theretofore been enrolled during said year, present to the teacher or superintendent, such certificate or card, and before he shall be so enrolled, the school teacher shall ascertain whether or not he has theretofore been enrolled during that year, and if it be found that he has, he shall not be included among the enrolled pupils of the school to which he has thus transferred for that year, but a separate list of such pupils shall be kept and maintained and reported on a separate sheet attached to the list of enrolled pupils.

Section 59-63-450. No child shall be counted in enrollment more than once.

No child shall be counted in the school enrollment more than once, not in more than one school district in any one school year, and a pupil who enrolls in more than one school in any school year shall be counted only in the enrollment of the first school which such pupil legally attends for a period of at least thirty-five days during such school year. Any school officer charged with the duty of enrollment who shall willfully violate this provision shall be guilty of a misdemeanor.

Section 59-63-460. Annual reports.

The teacher or principal of every school shall keep and furnish annually to the trustees of the school district a list of all pupils that have attended the school during the preceding scholastic year, showing the names of the pupils, their respective places of residence and the number of days each pupil has attended. Such list shall be certified to the county board of education by the trustees on or before the first day of August in every year.

Section 59-63-470. Transfer of pupils when enrollment of such pupils threatens to disturb peace.

Whenever the principal, superintendent, or any other responsible school official in charge of a school in this state has reason to believe that the enrollment of certain pupils in a certain school may threaten to result in riot,

civil commotion, or may in any way disturb the peace of the citizens of the community in which the school is located, such school official shall notify the sheriff or other law enforcement officer in the county. On being so notified, the sheriff or other law enforcement officer in the county may remove such pupils from such school and may transfer them, at the direction of the superintendent, to another school in which there appears to be less likelihood of disturbing the peace. Any law enforcement officer is authorized to enforce the provisions of this section.

Section 59-63-480. Attendance at schools in adjacent county.

If school children in one county reside closer to schools in an adjacent county, they may attend such schools upon the school authorities of the county of their residence arranging with the school officials of the adjacent county for such admission and upon payment of appropriate charges as herein authorized. The board of trustees in the school district in which the pupils reside shall make written application through its county board of education to the board of trustees of the district in which the school is located for the admission of such children, giving full information as to ages, residence and school attainment, and the board of trustees in the school district, agreeing to accept such pupils, shall give a written statement of agreement. Upon receipt of such application, the board of trustees of the school and its county board of education shall determine the monthly per pupil cost of all overhead expenses of the school, which will include all expenses of the school not paid by the state. Upon proper arrangement being made for the payment monthly of such overhead per pupil cost for each such child the same shall be admitted to the schools of the adjacent county.

Section 59-63-490. Transfer to adjoining school district.

When it shall so happen that any person is so situated as to be better accommodated at the school of an adjoining school district, whether special or otherwise, the board of trustees of the school district in which such person resides may, with the consent of the board of trustees of the school district in which such school is located, transfer such person for education to the school district in which such school is located, and the trustees of the school district in which the school is located shall receive such person into the school as though he resided within the district.

Section 59-63-500. Transfer without consent of school district of residence.

The trustees of any school district who knowingly permit the enrollment of pupils who have not been transferred with

the consent of the trustees of the district wherein such pupils reside shall be guilty of a misdemeanor and, upon conviction, shall pay a fine not exceeding twenty-five dollars or be imprisoned not more than thirty days.

Section 59-63-510. County board of education authorized to order transfer.

When a transfer of pupils from one district to another is sought and the trustees of the latter district unreasonably or capriciously withhold their consent, the county board of education of the county in which the districts are located shall have the right, after hearing, to make the transfer, but only on condition that each pupil so transferred pay semiannually, in advance, if financially able to do so in the opinion of the board of trustees, as tuition, an amount not less than the per capita expenditure from the special tax for operating the school to which the pupil is to be transferred, together with all other charges paid by patrons of such district for any special course or courses.

Section 59-63-520. Consent required for transfer.

No child shall be transferred to an adjacent district without the prior written consent of such child's parent or legal guardian, or, where such child has neither a parent nor legal guardian, the prior written consent of the State Board of Education. **Provided, however,** transfers of children to adjacent districts prior to June 22, 1973 shall be rescinded upon the written request as provided herein and any such child for whom a request for retransfer to his former district is made shall be returned to such former district.

Section 59-63-530. Credit on tuition for taxes paid.

Whenever under the provisions of law any school district or municipal corporation is authorized to levy a special tax for the support of public schools therein, any person not a resident of such school district or municipal corporation shall be entitled to a credit upon fees for the tuition of his children by the amount of such special tax paid by such person.

Section 59-63-540. Determination of pupil enrollment in primary or secondary schools for purpose of distributing state funds on per pupil basis.

Notwithstanding any other provision of law, in the distribution of state funds provided on a per pupil basis in the State Annual General Appropriation Act, no pupil shall be counted as enrolled or as having been enrolled in any primary or secondary school who has not attended such school at least

thirty-five days during the school year on which the allocation of such funds is based. A pupil shall be counted as enrolled only in the first school district, or operating unit, such pupil legally attended.

APPENDIX II

PROFESSIONAL ORGANIZATIONS FOR ATTENDANCE SUPERVISORS

1. **South Carolina Association of Attendance Supervisors**

   Annual Dues: $10.00

   Meeting Dates: Annual meeting held in Columbia usually on second Friday in March (or the same day as the SCEA). A two-day workshop is held each September on the Thursday and Friday following Labor Day.

   Address: Information can be obtained from the Dropout Prevention and Retrieval Section, Office of Leadership and School Improvement, 1206 Rutledge Building, 1429 Senate Street, Columbia, South Carolina 29201, Telephone: 734-8477.

2. **International Association of Pupil Personnel Workers** (SCAAS is an affiliate of IAPPW.)

   Annual Dues: $35.00 which includes a subscription to the quarterly IAPPW Journal.

   Meeting Dates: Annual conference held the third week in October. Conference usually begins on Sunday evening and concludes at noon on Thursday.

   Address: Mr. William Chmela, Executive Director
   2936 W. 83rd Street
   Chicago, Illinois 60652

3. **South Carolina Youth Workers Association**

   Annual Dues: $10.00

   Meeting Dates: A two-day conference in late October and a one-day conference in Columbia in late May.

   Address: Post Office Box 2734
   Columbia, South Carolina 29202

4. **South Carolina Association of School Social Workers**

Annual Dues: $10.00

Meeting Dates: An annual one-day conference

Address: Information can be obtained from:
Ms. Nancy Thompson
Consultant for Social Work & Attendance
Lexington School District Two
715 Ninth Street
West Columbia, South Carolina 29169

5. **South Carolina Association for Counseling and Development**

Annual Dues: $15.00

Meeting Dates: Annual statewide convention

Address: Marva Larrabee, Executive Secretary
S.C.A.C.D.
Post Office Box 5576
Cayce, South Carolina 29033

1990-1991

SOUTH CAROLINA ATTENDANCE SUPERVISORS

NAME	DISTRICT
Roberta Ferguson	Abbeville County School District
Sally Putnam	Aiken County School District
Lise Birak	Aiken County School District
Cherell Williams	Aiken County School District
Virginia Causey	Allendale County Schools
Patricia Walker	Anderson County Dept. of Education
John W. Caldwell	Anderson School District #5
Karen F. Herndon	Bamberg County Dept. of Education
Kathryn H. Begley	Barnwell County School District
Almena L. Myers	Berkeley County School District
Ruby Preston	Calhoun County Dept. of Education
Edith Miller	Charleston County School District
Sam Shifflet	Charleston County School District
Helen Pike	Charleston County School District
Shirley Ford	Charleston County School District
Rosemary Kogelshatz	Charleston County School District
Mary K. Jones	Cherokee County School District
Sam Moore	Chester County School District
Jeanne Young	Chesterfield County Schools
Louise Smith	Clarendon County Dept. of Education
Judy Bridge	Colleton County School District
Cynthia Geries	Darlington County School District

Ethel Mitchell	Darlington County School District
Mildred I. Wittington	Dillon County Dept. of Education
Pat Bradley	Dorchester School District #2
Betsy Holmes	Edgefield County School District
Carl Jackson	Fairfield County School District
Beth Harrison	Florence School District #1
Terry Orr	Florence School District #2
Marie Eaddy	Florence School District #3
Valerie Springs	Florence School District #4
Richard Silvernail	Florence School District #5
George C. Roof	Georgetown County School District
Jackie L. Williams	Greenville County School District
Cynthia Polatty	Greenwood County Dept. of Education
Ruth Carroll	Hampton County School District #1
John H. Martin	Hampton County School District #2
Miriam Strickland	Horry County School District
Annette Cooler	Jasper County School District
Kay N. Polk	Kershaw County School District
Juanita Walker	Lancaster County Dept of Education
Samuel T. Crisp	Laurens School District #55
John T. McQueen	Lee County School District
Nancy Thompson	Lexington School District #2
Nelda H. McCracken	McCormick County School District
Marvin Stevenson	Marion County Dept. of Education
James R. Jenkins	Marlboro County School District
Arthur Grant	Newberry County School District

Robert Brock	Oconee County School District
Mildred Casey	Orangeburg County Dept. of Education
Willodean Hamm	Pickens County School District
Steve Walker	Richland School District #1
Lamona Petersen	Richland School District #2
Esther Sample	Saluda County School District
Sandra Boughman	Spartanburg County Office
Robin Hayes	Spartanburg County Office
Donald Smith	Spartanburg County Office
Lamar Atkins	Sumter School District #17
Jeanette Alston	Sumter School District #2
Schylever Starks	Williamsburg School District
Carolyn Brown	York County School District #2
Jennifer Anderson	York County School District #3